SCREENING IMPLEMENTATION SELF-ASSESSMENT

Purpose	Building-level leadership teams or school administrators can use this tool to assess the level of implementation and quality of screening programs. The tool consists of three activities taken from the National Research Center on Learning Disabilities (NRCLD) manual, *Responsiveness to Intervention (RTI): How to Do It - Section 1: School-Wide Screening*.
Materials	None
Media	None
Topic	Response to Intervention in Primary Grade Reading
Practice	Universal Screening

Screening Implementation Self-Assessment

Methods & Procedures

The following three activities (*Activity 1.1: Essential Task List for School-Wide Screening, Activity 1.2: Standards for Judging High-Quality School-Wide Screening,* and *Activity 1.3: Internal Resources Needed to Implement School-Wide Screening)** provide a way for your school to think about implementing school-wide screening

Activity 1.1: Essential Task List for School-Wide Screening

Directions: In the second column, write the name(s) of the individual or team who will assume responsibility for the task identified in the first column. In the third column, write the deadline for or status of the task.

Task	Responsible Individual/Team	Timeline/Status
Review your screening instrument's items to be certain that content is aligned with the curriculum for each grade level.		
Once a tool has been selected, determine and secure the resources required to implement it.		
Determine initial professional development needs and continuing professional development support.		
Administer the screening measure three times a year (e.g., early fall, mid-term, and late spring).		
Create a database that aligns with the screening instrument to hold student information and scores.		
Organize the screening results (e.g., graphs and tables) to provide a profile of all students and their comparisons with each other.		
Monitor results at the classroom level and make decisions about when teachers/instructional programs require more scrutiny and support.		
Add screening results to a database so that students' performance can be monitored over time.		
Specify written steps to follow when further scrutiny is needed for students judged to be at risk.		

*Johnson, E., Mellard, D.F., Fuchs, D., & McKnight, M.A. (2006). *Responsiveness to intervention (RTI): How to Do It - Section 1: School-wide screening, pp. 1.7-1.10*. Lawrence, KS: National Research Center on Learning Disabilities.

Activity 1.2: Standards for Judging High-Quality School-Wide Screening

Directions: Read each of the standards for judging high-quality school-wide screening. The checklist is formatted so that you can indicate current and planned implementation.

- If the practice has been implemented, indicate that with a checkmark (√).

- If the practice is being developed, rank its priority: 1 = highest priority through 3 = lowest priority.

Standard	Status	
	In Place (√)	Priority (1-2-3)
Screening is school-wide, meets accepted psychometric standards,[1] and has evidence of documented reliability[2] and concurrent[3] and predictive[4] validity within the particular school setting.		
Individuals involved in the screening measures' administration, scoring, and interpretation are appropriately trained.		
The site obtains reading screening data or information about reading skills following a designated fixed schedule.		
At least 95 percent of the students participate in the school-wide screening. Reasons for excluding students from the school-wide screening are reasonable and appropriate (e.g., severe/profound disabilities).		
Alternative methods to obtain information about reading skills for students excluded from reading assessments have individual curricular relevance and allow students' achievements to be measured and evaluated.		

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[1] Psychometric standards are the theoretical approaches and procedures used to measure the difference between individuals' knowledge, attitudes, abilities, and personality traits.

[2] Documented reliability is the extent to which a measurement yields consistent results over repeated testing of the same measure under identical conditions.

[3] Concurrent validity occurs when a new measurement or test correlates well with a previously validated measure. These two concurrent measures may be for the same construct or for different but related constructs.

[4] Predictive validity is the extent to which quantitative attributes predict scores on some criterion measure where on measure occurs earlier and is meant to predict some later measure.

Activity 1.3: Internal Resources Needed to Implement School-Wide Screening

Directions: In *Activity 1.2: Standards for Judging High-Quality School-Wide Screening*, you identified which school-wide screening standards had been implemented in your school and which standards still need attention. In the space below, list the resources (material, curriculum, space, equipment, and people) your school will need to effectively implement school-wide screening.

Materials/Curriculum	Space/Equipment	People

*Johnson, E., Mellard, D.F., Fuchs, D., & McKnight, M.A. (2006). *Responsiveness to intervention (RTI): How to Do It - Section 1: School-wide screening, pp. 1.7-1.10*. Lawrence, KS: National Research Center on Learning Disabilities.